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ABSTRACT

An assessment of the effectiveness of the integrated library instruction program developed at the University of Evansville and a review of the activities of the 5-year federally funded project are provided in this final narrative report. Special attention is given to the institution of a new required composition course which will focus on the completion of a library research paper, the elimination of excessive duplication of library instruction by coordination with the curricula of specific departments, and the expansion of online bibliographic searching demonstrations and presentations. Four appendices comprise more than half of the report; they contain a 5-year statistical summary of the number of courses, sections, presentations, and students involved in the library instruction program; individual proposals to the schools of education and nursing regarding a formal progressive series of library instruction presentations for their students, including checklists of behavioral objectives for each library instruction presentation; and the program's 1981-82 statistical report covering courses, sections, presentations, and students organized by academic quarter and discipline. (Author/ESR)

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LIBRARY INSTRUCTION PROGRAM

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Library Instruction Program
1981-82 Annual Report

The 1981 report to the National Endowment for the Humanities and the Council on Library Resources focused on program development and improvement rather than program initiation and general activity which dominated previous annual reports. This year's report will continue the theme of program development. However, since this is the fifth and final report, it will also synthesize and review the overall progress of the program.

The Fifth Year: Developments

A principal characteristic of the library instruction program at the University of Evansville is its integrated approach. This approach means that librarians work with existing classes in the curriculum rather than teach a separate class on library skills. Because of this integration, curricular changes in a school or department often have a direct and significant impact on the library instruction program. Since curriculums change fairly often according to a variety of factors (state regulations, accreditation reviews, change of emphasis in a discipline, etc.), the library instruction program has always tried to be as flexible as possible in its approach.

This year, curricular change was significant and came about through a university-wide revision of the general

education requirements. In keeping with the national trend, the revision strengthened what had become fairly loose requirements in many of the schools and colleges at the University. One change that particularly effects the library instruction program is that all students will now be required to take a second composition class. This class is to focus around the completion of a library research paper.

The new second composition class will solve a problem that has been with the library instruction program since it began. Until the general education revision, students had only one required composition course, Composition 104. Integration of library instruction with Composition 104 was a primary goal of the program from the beginning and, in many respects, the foundation on which it was to build. However, since Composition 104 was the only required composition class, the basic writing skills that had to be covered in this class were considerable. Furthermore, since this large amount of material had to be covered within the time constraints of the quarter system, it was difficult for many instructors to include the research paper which library instruction necessitates. As a result of these factors, actual use of library instruction in Composition 104 has been erratic and has not met the level established by the original program objectives.

As part of last year's library self-study, a task force on library instruction studied the Composition 104 problem and recommended as a possible solution that a basic library instruction presentation be included in a composition class

other than 104. In its report, the task force also noted that "the current interest in general education requirements may provide the means to carry out this recommendation."

The new composition class will be focused around the completion of a research paper. Library instruction will therefore play a central role by introducing students to library resources for development of the paper. In contrast, Composition 104 was primarily a "grammar and expository writing class." Library instruction in 104 was always in addition to these areas and an option that many faculty chose not to include.

The failure of Composition 104 to serve as a foundation class for the instruction program was never due to a lack of general support by the English Department faculty for the program. Several faculty have often expressed their desire to include library instruction in 104 but felt too constrained by the factors already discussed. The second composition class will provide the time these faculty members feel they need in order to provide a library instruction presentation and still cover other necessary material. This kind of general support was made clear in a recent meeting to discuss the effect of the new general education program on the library instruction program with the English Department. All faculty at that meeting were in favor of excluding library instruction from Composition 104 and including it in the new second composition class. It was also generally expressed that this new class was "the answer to our problem" and that library instruction would

be a natural and important component of the second composition class. The general support for the instruction program that has always been present in the English Department will now be fully utilized. Because of this support and because the second composition class will focus around the completion of a research paper, the new class will provide a foundation for the library instruction program which Composition 104 had never successfully established.

Another weakness of the program identified by last year's task force dealt with excessive duplication of library instruction. To resolve this difficulty, the task force recommended working with schools and departments individually to develop a program of library instruction that would identify certain classes for instruction each time they are taught. In this manner, a progressive series of presentations could be given, building each time on the content of previous lectures. This approach would eliminate a great portion of the duplication and, furthermore, produce graduates within a major who would be uniformly competent in their bibliographic skills.

To carry out the task force's recommendation, two schools were selected this year for initial efforts. The School of Nursing and the School of Education were selected for two primary reasons. First, both schools have a tightly structured curriculum which matches well with the sequential, progressive nature of the library instruction proposal. This tightly structured curriculum also allowed for relatively easy identification of classes that could receive library instruction at

the more advanced levels. The second reason for their selection was that each school had a faculty member as a member of the Library Self-Study Team. These two faculty members, Rita Behnke in Nursing and Sylvia Moore in Education, were familiar with the study's recommendation and were especially helpful in giving comments on proposal drafts, suggestions for the selection of appropriate classes and advice on how to best approach their respective schools with the final proposal.

Attached to this report are the two proposals and cover memos that were sent to the Schools of Nursing and Education. With the extensive curricular changes brought by the general education revision, there has been little time for either of these schools to give attention to the library instruction proposals, so official response has not yet come; however, informal comments from some of the faculty have been enthusiastic and supportive.

Even without official adoption of the proposal, some benefits have already come about in the School of Nursing. One of the classes identified for instruction in the Nursing proposal was Nursing 353. This past quarter the faculty member teaching the class arranged for an in-class library presentation on the basis of the rationale presented in the proposal. This was the first time that the class had received such a presentation.

Yet, while events such as this and unofficial reception generally indicate eventual adoption, it is unclear what the immediate future of the proposal is in the School of Nursing.

Curriculum changes have come not only with general education requirements in Nursing but also with an extensive in-house curriculum review that may require changes in the library instruction proposal as originally submitted. However, it does appear that the faculty in the School of Education will adopt the proposal in the fall. Once the proposals to these two schools have been adopted, other schools and departments will be identified and similar programs developed for adoption in the future.

Last year's annual report noted that the Library had begun offering computerized literature search services to the University community and that lecture/demonstrations on this new method of research were becoming part of the library instruction program. This instructional activity has continued and expanded during this past year. Included as part of this year's statistics (attached) are eleven presentations to classes on the use of bibliographic data bases. A class presentation includes a general discussion of the logic used in online searching, the role of data base vendors, the advantages and disadvantages of a computerized search, and the specifics of how to initiate a search at Clifford Library. One presentation was made to a group of faculty at a well-attended faculty development seminar, sponsored jointly by the Library and the University Department of Continuing Education. Besides presenting the information outlined above in more depth, the presentation also provided an opportunity to express the

Library's interest in giving similar presentations as part of the instruction program to upper division classes that have significant research projects or are research-related.

One of the most important elements of a lecture on data base searching is a brief demonstration of an online search. Even when speaking to a class of senior engineering students, the potential and power of online searching becomes much clearer with a demonstration. A suggested topic taken from the class, rather than a pre-planned search, seems to make an even deeper impression on students as they see relevant citations appear on the screen within a matter of minutes. This is true even though the search strategy used for the topic may be crude and unrefined since it is formulated quickly and ad hoc. There are many dangers inherent in a class demonstration, and they can be counter-productive if they occur. However, problems occur surprisingly infrequently. Thus, the potential advantages of a successful online demonstration far outweigh the disadvantages associated with infrequent failures.

Though online demonstrations are important, they have had to be either excluded from the presentation altogether or limited to very small groups. Individuals in groups that are even as large as ten or twelve cannot all see what is happening on the terminal. This year, however, two students from the School of Engineering have been working on the construction of an interface device between the terminal and a television monitor. The project was done as part of the

Senior Design Seminar required of all engineering seniors. The project is progressing and will hopefully be complete by the fall quarter. The interface device will allow for demonstrations to large groups and will be a valuable asset to the instruction program.

In this fifth year, it is ironic that a concern for the improvement of the general education program, a development completely outside the library instruction program, solved a problem that has affected the program's effectiveness from the beginning. While it may be ironic, as long as the program is an integrated part of the curriculum and not a separate, independent class, this external type of effect on the program cannot be called unexpected or unlikely to happen in the future in some other way. When it does happen again, it may not be for the better of the library instruction program as was the case this year. However, regardless of future effects on the program from outside developments, the ability to remain effective and even to improve from these changes will be based on the program's flexibility, its ability to adapt in a changing, dynamic environment. The library instruction program at the University of Evansville has this quality, and because of it, will continue to be effective in the years to come.

Five-Year Review and Assessment

A successful program in any enterprise whether education, science, or industry is often viewed as a series of progressive accomplishments. The common perception is that the successes of the most recent year should surpass the accomplishments of previous years until, finally, the goal is reached. While this type of development may be considered the ideal process, successful programs hardly ever follow such a perfect pattern. The more usual process is to progress by way of successes and failures, accomplishments as well as unsolved problems. The history of the University of Evansville bibliographic instruction program over the past five years has followed this latter type of development. In assessing the program as a whole it is important to document the successes and the accomplishments, but it is equally important to deal with the shortcomings, the problems that remain unsolved. It is only when both these elements are known that we can determine if the program is a successful one.

The annual reports to NEH and CLR are the program's diary. They document many of the program's accomplishments and its problems. As with personal diaries, rereading them provides keen insight into developments as well as points of reference from which the program as it now exists can be reviewed.

The first annual report was written by Mary Biggs. Ms. Biggs was the director of the program for the first two years, and her report begins positively with a list of the strengths

and successes of the first year. The first strength announced that "relatively little resistance [from faculty] has been encountered." This statement provides one of the most striking signs of progress of the program since it clearly implies that resistance was expected; when little resistance occurred, it signified a successful element of the program.

An expectation of resistance is now so foreign to the program it is surprising to read it in this first annual report. This is not to say, however, that acceptance of the program is absolute in 1982. There are some faculty members who have always resisted library instruction and who will always resist, but they are a small minority. The reasons for their resistance vary widely, are deep-seated, and have never been related to a dissatisfaction with the library instruction program itself.

Many of the other successes listed in the first report are surprising in retrospect because they have now become such an integral and everyday part of the library's services. For example, the report describes the library's vertical file before the library instruction program "as a little-used pamphlet depository." Now, according to the report, it "has been reborn as the Information File...[and] has become very popular and helpful to students." The Information File continues to be a valuable and well-used resource that librarians frequently promote in library instruction presentations.

The rebirth of the Information File was just an example of an even more significant development during this first year, and the overall theme of this report is that "the philosophy and significance of library instruction have been accepted by the entire professional staff and permeate library operations." The library instruction program was a significant component of a library-wide change from a traditional passive stance to an active service-centered stance. This type of orientation continues to be the library's model, and the library instruction program is still a fundamental part of it.

The first year was not simply one success after another of course, and a list of weaknesses followed the list of strengths. The first weakness noted "evaluation and follow-up have been the weakest part of our program, as we have concentrated on working with as many professors and students as possible.... Quantity of presentations and student contacts may decline; quality should increase immeasurably." Evaluation of the program and its effectiveness has always been extremely difficult, but two devices, student evaluations and preliminary bibliography forms, have provided some evaluation of program effectiveness.

Student evaluation forms were used frequently during the first three years of the program. These evaluations were in general very positive and provided much encouragement during the early years. However, because the research methods and

library tools presented in lectures were so new and unfamiliar to almost all students, the evaluations provided little more than reinforcement that library instruction was sorely needed. They did not provide insights into how presentations might be improved or how successful they were in improving student research capabilities.

The most successful evaluation instrument has been the preliminary bibliography form. This form is passed out by the librarian at the end of a lecture, and students are told to complete the form as they conduct their research in the library, listing those sources they intend to use for their final paper. The forms are generally due in a week or two at which time the librarian reviews them and makes suggestions for improvement. What was described in the first report is still accurate now:

> We find that most students act on our suggestions, a great majority of bibliographies are at least adequate and show the influence of library instruction, and many are quite sophisticated. We are convinced that these time-consuming follow-up procedures are extremely beneficial both to the students and to us, in evaluating, modifying, and planning our program. Course instructors have been very pleased with the resulting quality of students' papers.

Besides evaluation from students by way of evaluation sheets and preliminary bibliography forms, there is also faculty evaluation to which the above quotation alludes. While there has never been a formal survey of the faculty for their evaluation of the library instruction program,

informal evaluation is a constant process that occurs before and after every presentation. Faculty members often make suggestions on ways to improve a specific lecture. Their comments have always been very positive and supportive overall. Perhaps the best indication of faculty regard for the program is that most of the presentations now given are not original ones to new classes but are updated ones to the same class each quarter. This repetitive quality shows more than anything else that faculty consider the presentations useful and believe they they make a difference in students' papers and research projects.

The statement from this first report that quantity of presentations would decrease while quality should increase has proven to be accurate. For the first three years of the program the dominant objective was simply to reach as many classes as possible and to work with as many faculty as possible. However, after two or three years of this emphasis on activity, duplication began to occur. For example, it was not uncommon by the third year of the program to lecture to a class in which approximately one third of the students had had several library lectures in other classes, another third had had one, perhaps two, library lectures in other classes, and a final third had never heard a library presentation before and whose library skills were minimal.

While lectures to classes are always individualized to the research needs of that particular class, repetition occurred. Furthermore, there emerged a tendency to lecture

to the lowest common denominator in order to assure that each person received at least the basic requirements. Upperclassmen who by chance found themselves sitting through library presentations that repeated many of the same basic sources began to resent library presentations and to make their resentments known to faculty members. Thus, in the fourth year of the program, activity was cut back, particularly in classes where a mix of upper- and lowerclassmen were likely and where research projects were not unique or extensive.

A purposeful decline of activity improved the effectiveness of the program in another way as well. For the first two or three years all faculty were contacted for possible library presentations to their classes. There were a few faculty members who were often hesitant or reluctant but if they were called, reminded, and gently prodded would in time schedule a library presentation. However, the verbal and non-verbal support by the faculty member was never strong. Not surprisingly, the class perceived this lack of complete support. The critical need for faculty support was noted in the 1979-80 report that said "no matter how well prepared I may be, no matter how slick the handout, and no matter how professional the lecture, if the verbal and non-verbal support and commitment from the faculty member is not evident to the students, then my presentation will be successful to very few in that class." Students are very quick to perceive a lack of support on the part of a faculty member, so the prodding and reminding of faculty in order to obtain a presentation

was stopped. To correct this problem, efforts were shifted toward improving classes that were successful and in working with new faculty on a more selected basis.

It is, of course, an easy matter to show a decline in quantity, but it is much more difficult to demonstrate an increase in quality. An indication of this transition is evident in our statistics, however. For example, comparing the statistics for 1981-82 with the second year of the program, 1979-80, there is a decline of 52 percent in the number of courses reached. Yet, for these same years there has been a decline of just 29 percent in the number of presentations given. These figures indicate that while the program is reaching fewer classes, those classes that are receiving instruction are being worked with more extensively.

The 1978-79 and 1979-80 reports are best examined together since they cover an important transitional period. The 1978-79 report begins ominously: "A great and potentially disruptive professional personnel turnover is occurring at the University of Evansville." The turnover was indeed extensive as the dean of the library and the three librarians most responsible for library instruction left. Despite this ominous beginning, the overall tone of the report is positive, explaining many of the accomplishments of this second year of the program. One portion details nine reasons and examples of why "increased effectiveness and depth have characterized our library instruction and faculty relationships this year." These nine items show real development of the program in areas such as

development of presentations, evaluation, handouts, and follow-up exercises.

In contrast, the 1979-80 report has a different tone, indicated by this early statement: "The maintenance of the program's high level [of activity] is no small accomplishment [for this year], considering the extremely high personnel turnover at the beginning of the year." The program did indeed maintain its activity during the third year after the "great and potentially disruptive" turnover, but the stress towards depth that was initiated in 1978-79 was replaced by a re-emphasis on quantity of activity and a focus on re-establishment of the program.

By the time the fourth annual report was written, the program was again developing in several areas. The fourth report is primarily a distillation of a review of the program conducted as part of a comprehensive library self-study. Many of the problems identified in the fourth report have already been addressed and discussed in the report for this year. It may be useful, however, to review some of these developments from a more long-range perspective.

The proposals to initiate a structured program of library instruction by department deals with more than the problem of instructional duplication. As explained above, when faced with a class of mixed students some of whom are advanced, some intermediate and others at an elementary level of library knowledge, there is a tendency to lecture to the lowest common denominator. Even when a more intermediate position is

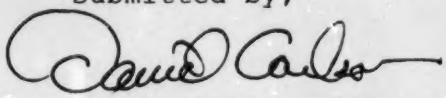
successfully taken in lecturing, discussion of advanced library tools and techniques is precluded. If the structured proposal is successful, it will provide a sequence that will encourage and permit the development of advanced library skills and knowledge.

The proposal also addresses the need to produce graduates within a school or department who are uniformly competent in their library skills. This goal has been impossible to reach as yet since many classes have a library presentation one quarter but none the next depending on the interest and support of the individual faculty member teaching the class. If a department or school can formally adopt a proposal such as the two for Nursing and Education, then specially selected classes will receive library instruction consistently each time the course is taught. For these reasons the proposals are a unique attempt to blend the strengths of an integrated approach to library instruction with the consistency and uniformity offered by other approaches.

The future of the library instruction program is clear in one respect: it will continue. Yet the program is sure to change and evolve as it has for the past five years with the support of the National Endowment for the Humanities and the Council on Library Resources. Clifford Library has established a program that has become an integral part of the educational program at the University of Evansville. Clearly, this is a most constructive result and one which will have

lasting impact upon students attending the University of Evansville.

Submitted by,



David Carlson, Librarian
Bibliographic Instruction

LIST OF APPENDICES

I. Five-Year Statistical Summary

II. Memo and Proposal to School of Education

III. Memo and Proposal to School of Nursing

IV. 1981-82 Statistical Report

FIVE-YEAR STATISTICAL SUMMARY

1977-78

Courses:	55
Sections:	93
Presentations:	89
Students:	2,459

1978-79

Sections:	112
Presentations:	118
Students:	2,395

1979-80

Sections:	108
Presentations:	123
Students:	2,298

1980-81

Courses:	71
Sections:	97
Presentations:	114
Students:	2,142

1981-82

Courses:	52
Sections:	75
Presentations:	88
Students:	1,634

Five-Year Totals

Sections:	485
Presentations:	532
Students:	10,928

APPENDIX II

MEMORANDUM

TO: Dean Oana

FROM: David Carlson

DATE: February 4, 1982

RE: Library Instruction in the School of Education

This past academic year the library undertook an extensive review and analysis of its programs and services in a self-study process assisted by the Association of Research Libraries Office of Management Studies. The self-study had two primary objectives: first, identification of needs based upon analysis and study and, second, the formulation of recommendations addressing the identified areas of need.

A series of task forces, composed of teaching faculty, librarians and students, addressed specific areas of library service. One task force addressed the library program of instruction, whereby librarians in cooperation with teaching faculty instruct students in the use of the library and general research methods.

The primary issue identified by the Task Force on Library Instruction was the uneven level of student library skills and, because of this, that instruction could rarely progress beyond the most basic library and research methods. The reason for this was attributed to the uncertainty and variability of presentations to classes. The Task Force noted in its report that within a major a particular class may have a library presentation one year and none the next. While the results of this process are several, perhaps the most significant is that some students graduate with substantial library knowledge while others graduate with only the most basic, elementary knowledge of the library and research methods. The Task Force also noted that there appeared to be a number of classes in various disciplines in need of instruction beyond the basic level but which are not receiving it. The Task Force attributed this to the lack of a structured approach to instruction which would allow for a progressive instructional sequence and thus the opportunity to teach more advanced library skills.

I know that the faculty in the School of Education are supportive of library instruction and aware that no four-year program can totally equip a graduate for a lifelong career. While the idea of learning as a lifelong process is an old one, it is especially true in our society as the so-called information explosion continues and we learn more about the process of learning, the process of teaching, theories of motivation and new methods of instruction. As storehouses and disseminators of information, libraries play a critical role in this process and the skills to access libraries assume equal importance. To assure that undergraduate students in education receive these skills, a three-step proposal for a structured program of library instruction is attached to this memo.

It is my hope that the attached proposal or an amended one be adopted by the School of Education faculty. Briefly, this proposal recommends a library tour/discussion in Education 100, a lecture to Education 200 or English 212, and a lecture/demonstration to Education 302. I would be pleased to meet with you or the full faculty for discussion at your convenience.

dt

Encl.

A Structured Program of Library Instruction
For Undergraduates in the School of Education

This proposal consists of three progressive levels of instruction in library research skills. Each of these levels has a specific set of objectives and a class or choice of classes where the skills can be taught and the objectives met. It should be noted that the choice of classes is the least important element of this proposal and the most open element to discussion and revision. Indeed, if this proposal is to be a durable and successful program over time, the selection of classes must always be flexible and survive the inevitable vicissitudes of curriculum. At the same time, however, there are three important considerations in choosing classes:

1. The levels of instruction are progressive and the skills of a higher level depend on mastery of the lower levels. Therefore, classes should be chosen so that all students in the school will have taken them by graduation and that, as much as possible, these classes be elected sequentially by students.

2. Library skills are functional ones that require use to effectively learn and master. It is important that each class identified for instruction have some type of assignment involving use of the library. The exact nature of this assignment is unimportant and could be the traditional term paper (of varying length) or any assignment that involves library research, depending on the subject of the class, interest of the professor, class objectives, etc.

3. Library instruction should take place the same quarter of the library-related assignment; otherwise, students question the relevance of the instruction to the class and later, when the skills are needed, much of the information is forgotten.

A student in the School of Education who progresses through these levels of instruction in library research and can show by the third level the successful incorporation of these research skills by the production of a bibliography that that is current and up-to-date, of high quality, and of a sufficient quantity of references to cover the subject will be competent in library research in the field of education.

I. Education 100: Career Decisions

As one of the first classes taken by all students in education, 100 is a natural place to begin the process of library instruction. The objectives of Education 100 are not considerable since the class is intended primarily as an orientation to the profession of education and an introduction to major issues and "factors which influence students, teachers and learning" (1980/82 Undergraduate Bulletin).

The library presentation to Education 100 will also be an introduction and orientation. There will be an orientation to the physical arrangement of the library and its resources including a discussion of the Library of Congress classification system, arrangement of the reference area, placement of journals and a brief explanation of the use of microforms. The tour will also provide the vehicle for an explanation of local library tools, such as the divided card catalog and the Periodicals Holdings List, and an introduction to Education Index as an example of a specialized index.

Objectives:

A. Understands the difference between the author/title card catalog and the subject catalog.

1. Given either an author or title of a book owned by Clifford, can identity the correct call number.
2. Given a straightforward subject heading, can identify two or three books owned by the library on the topic.

B. Comprehends the physical organization of materials in the library.

1. Locates needed books and periodicals.
2. Uses needed microforms and asks for help in this area when needed.

C. Makes effective use of Education Index and understands that Education Index is a source of professional information in the field of education.

1. Given a straightforward education-related subject, lists two or three articles in professional journals.
2. Is able to state that the primary difference between Reader's Guide and Education Index is that Reader's Guide covers popular sources only and Education Index covers professional sources of information in education.
3. Correctly reads a citation from Education Index by identifying its important elements, such as source, volume, pages, date, etc.

II. Education 200: Foundations of American Education
English 212: Research and Report Writing (proposed)

Beyond the orientation to the library's physical arrangement and an introduction to Education Index, there needs to be a more advanced discussion of important library research tools in education. This second presentation will emphasize the resources of ERIC including the use of RIE, CIJE and the Thesaurus of ERIC Descriptors. While this presentation should also cover the Encyclopedia of Education and Good's Dictionary of Education, the inclusion of other sources will vary according to subject emphasis of the class, interest of the professor and the specific nature of the library-related assignment. Possible sources include: Buros' Mental Measurements Yearbook, Psychological Abstracts, Exceptional Child Education Resources, Digest of Educational Statistics, Social Sciences Index, Library of Congress Subject Headings, and how to identify and use specialized bibliographies in the card catalog such as Harman,

The Politics of Education, Winchell, The Hyperkinetic Child, and other specialized bibliographies as they appear in ERIC.

Finally, students will complete at this level a preliminary bibliography form on the topic of the library-related assignment. These will be evaluated by the librarian and faculty member and returned to the student.

(In the choice of a class, English 212 has a distinct advantage in that one of its primary objectives is to teach research and general information-gathering methods. It is a proposed course, however, and even if approved, may be more difficult to include library instruction consistently as the interests and emphasis of the class change with different professors. Alternatively, Education 200 is taught within the School of Education; however, in the past it has not generally had a library-related assignment.)

A. Comprehends and utilizes the concepts of search strategy with a variety of types of sources represented in the bibliography.

   1. Locates a scholarly background article, literature review, or specialized bibliography related to the topic.
   2. The bibliography includes citations to important books, professional journal articles and ERIC documents. The bibliography will exhibit minimal reliance--if any--on popular sources, such as Time, Newsweek and U.S. News.

B. Has a thorough understanding of the use and organization of ERIC.

   1. Able to name at least three differences between RIE and CIJE.
   2. States two reasons why ED numbers are important.
   3. Given an incorrect subject heading in ERIC, is able to identify the correct heading and two related headings through use of the ERIC Thesaurus.

C. Feels positively towards the librarians; recognizes those working at the Reference Desk as a guide to further sources of information if needed, and as a willing aid to the interpretation of reference tools when problems of use and interpretation arise.

   1. 50 percent of the students in a class ask a Reference Librarian for help at least once in the process of their research.
   2. 90 percent of the students term the librarians as helpful on an evaluation form.

III. Education 302: Human Growth and Development

With an understanding of basic research tools and some experience in the use of specialized educational research tools, a student can understand the concepts behind computerized literature searching and have a much better appreciation of its capabilities.

The presentation to this class will focus on the use of computerized literature search services. This will include an explanation of computerized searching, how to initiate a search at Clifford Library, the limitations and advantages of computer searching, and what type of requests are best suited to this type of research. Also included will be a demonstration to the class of online searching.

Objectives:

A. Understands the concept of computerized literature searching.

   1. Describes the primary roles of data base producers and data base vendors and the relationship between the two.
   2. Names at least two vendors of data base services.

B. Has a basic understanding of the logic used in online searching.

   1. Given a list of the three major Boolean operators can describe their logical function in either words or diagrams.
   2. Given a research problem statement is able to break down the problem into its significant concepts for an online search.

C. Aware of both the limitations and advantages of computerized literature searching.

   1. Lists at least two advantages of an online search.
   2. Lists at least two disadvantages or limitations of an online search.
   3. Given a list of research problem statements chooses those best suited to a computerized literature search and states rationale for the choices.

MEMORANDUM

TO: Rosemarie Minutilla

FROM: David Carlson

DATE: November 16, 1981

RE: Library Instruction in Nursing Baccalaureate Program

This past academic year the library undertook an extensive review and analysis of its programs and services in a self study process assisted by the Association of Research Libraries Office of Management Studies. The self study had two primary objectives: first, identification of needs based upon analysis and study and, second, the formulation of recommendations addressing the identified areas of need.

A series of task forces, composed of teaching faculty, librarians and students, addressed specific areas of library service. One task force addressed the library program of instruction, whereby librarians in cooperation with teaching faculty instruct students in the use of the library and general research methods.

The primary issue identified by the Task Force on Library Instruction was the greatly uneven level of student library skills and, because of this, instruction could rarely progress beyond the most basic library and research methods. This was attributed to the uncertainty and variability of presentations to classes. The Task Force noted that within a major a particular class may have a library presentation one year and none the next. While the results of this process are several, perhaps the most significant is that some students graduate with substantial library knowledge while others graduate with only the most basic, elementary knowledge of the library and research methods. The Task Force also noted that there appeared to be a number of classes in various disciplines in need of instruction beyond the basic level but which are not receiving it. The Task Force attributed this to the lack of a structured approach to instruction allowing for a progressive sequence of instruction on library skills leading to the teaching of more advanced skills.

Knowledge can change and expand so quickly and significantly regarding the health sciences that it is especially important for nursing graduates to have the ability to identify and access information beyond personal knowledge. Our present approach in nursing is to make a single presentation to the Freshmen students in Nursing 155. While this provides a brief orientation to library methods and the library itself, it does not provide for any advancement beyond this basic, introductory level.

Attached to this memo is a three-step proposal for a structured program of library instruction in the baccalaureate nursing program. Because you are chairperson of the Curriculum Committee, I am sending this proposal to you. Briefly, the proposal recommends a single, fifty-minute lecture concerning library skills in three classes: Nursing 155 or 159, Nursing 353 and Nursing 481 or 482. It is my hope that this proposal, or an amended one, be adopted by the nursing baccalaureate faculty. I would be pleased to meet with your committee for discussion at your convenience.

A STRUCTURED PROGRAM OF LIBRARY INSTRUCTION IN THE BACCALAUREATE NURSING PROGRAM

The following are three separate classes identified for library instruction in the baccalaureate nursing program. It is proposed that each class receive a single, fifty-minute lecture each time the class is taught. The presentation to these classes would be given by a librarian and would introduce a variety of resources and search techniques appropriate to the focus of the class and level of the students as described below.

Since the library skills that will be taught are functional ones, we believe it is important for each class to have some type of assignment involving use of the library. The exact nature of this assignment is not important and could be the traditional term paper or any assignment involving library research. If at all possible, however, we do believe that instruction should take place the same quarter of the assignment; otherwise, students question the relevance of the instruction to the class and later, when the skills are needed, much is forgotten.

A nursing student who progresses through these levels of instruction in library research and can show by the third level the successful incorporation of these research skills by the production of a bibliography that is current and up-to-date, of high quality, and of a sufficient quantity of references to cover the subject will be competent in library research.

1. Nursing 155 or 156: Orientation or Introduction to Professional Nursing

As one of the first classes taken by all students in the baccalaureate nursing degree program, either 155 or 156 is a natural place to begin the process of library instruction. While some of the proposed material would be repetitive from Composition 104, not all nursing students take 104 in their freshman year and, unfortunately, the library does not reach all sections of Composition 104 for library instruction. (The need for instruction in basic grammar and writing skills is so needed that several professors waive library instruction and the research paper. It is not unusual for the library to reach less than half the sections of Composition 104 in a quarter.) Moreover, no lecture to a general Composition 104 class would discuss basic nursing research tools such as Index Medicus since lectures to 104 classes include only the most basic and general library tools and techniques relevant to the whole class.

The presentation to Nursing 155 or 156 will introduce general research methods and basic library tools in nursing such as Index Medicus and Nursing and Allied Health Index. Also included will be an introduction to the physical arrangement of resources of Clifford Library (perhaps by a brief tour or by discussion within the lecture) and the unique sources of information and access in Clifford Library such as the card catalog, Periodical Holdings List, Interlibrary Loan, and the Evansville Health Sciences Consortium Listing.

Objectives:

A. Comprehends the physical organization of materials in the library.

1. Locates needed books and periodicals.
2. Uses needed microforms and equipment.

B. Feels positively towards the librarians; recognizes those working at the Reference Desk as a guide to further sources of information, if needed, and as a willing aid to the interpretation of reference tools when problems of use and interpretation arise.

1. 50% of the students in a class ask a Reference Librarian for help at least once in the process of their research.
2. 90% of the students term the librarians as helpful on an evaluation form.

C. Makes effective use of the card catalog.

1. Identifies books by author, title or subject.
2. Identifies and explains the use of subject tracings.

D. Makes effective use of basic indexing tools in Nursing.

1. Selects relevant articles on a subject from Abridged Index Medicus and Nursing Allied Health Index.
2. Chooses appropriate indexing terms on a topic.
3. Correctly reads a citation from the indexes.

E. Understands the function of a periodical holdings list.

1. Identifies journals held by Clifford Library, dates of ownership and format of holdings.
2. Selects local health science libraries that own periodicals not received by Clifford.

2. Nursing 353: Psychiatric - Mental Health Nursing

Beyond the basic introduction provided in the freshman year, there should be some review of library sources and further discussion of research methods. Nursing 353 is a good class for this intermediate step since it is taken primarily by Juniors who would not have had any library instruction in nursing since the first quarter of their freshman year two years ago. It is also conducive to this level of study because it has a writing requirement. This requirement entails the use of library sources in the field of psychology which are not a part of an introductory lecture on nursing sources.

This intermediate session will undertake a brief review of the major nursing resources with particular attention to their usefulness and limitations in psychiatric nursing topics. Also included will be the introduction of research tools in psychology, such as Psychological Abstracts, Social Sciences Index, Annual Review of Psychology, and the International Encyclopedia of Psychiatry, Psychology, Psychoanalysis and Neurology. Any specific sources especially

relevant to Psychiatric-Mental Health Nursing would also be noted, such as significant journals in the field or particularly relevant subject headings in the card catalog. Finally, students will complete a preliminary bibliography form on the proposed topic of their paper. These would be evaluated by the librarian and faculty member and returned to the student.

Objectives:

A. Comprehends and utilizes the concepts of search strategy.

1. Locates a scholarly background article or literature review on a topic related to Nursing/Psychology.

B. Realize the value of multiple and diverse sources of information.

1. Taken as a whole, the bibliography presents a balanced view of the topic with all significant issues represented and both disciplines of psychology and nursing in particular represented.
2. Given a five to ten page paper, each student shall list in the bibliography a minimum of five to ten sources depending upon the length and subject.

C. Relies heavily on scholarly sources of information.

1. 90% of the sources identified for the assignment are from scholarly journals and books not popular sources, such as Time, Newsweek, and Psychology Today.

D. Is aware of the nature and variety of indexing and abstracting tools.

1. Besides the nursing indexes, the student selects relevant articles from Psychological Abstracts, Social Sciences Index and the Annual Review of Psychology as needed.

3. Nursing 481 or 482: Issues in Nursing or Nursing Research

As the preliminary courses to Nursing 483, which requires a full review of the literature for a research proposal, either 481 or 482 is an excellent class to introduce advanced concepts of research.

The presentation to this class will focus on the use of computerized literature search services. This will include an explanation of computerized searching, how to initiate a search at Clifford Library, the limitations and advantages of computer searching, and what type of requests are most suited to this type of research. Also included will be a demonstration to the class of on-line searching.

Objectives:

A. Understands the concept of computerized literature searching.

1. Describes the relationship between and the primary roles of data base producers and data base vendors.
2. Names at least two vendors of data base services.

B. Has a basic understanding of the logic used in on-line searching.

1. Given a list of the three major Boolean operators can describe their logical function in either words or diagrams.
2. Given a research problem statement is able to break down the problem into its significant concepts.

C. Aware of both the limitations and advantages of computerized literature searching.

1. Lists at least two advantages of an on-line search.
2. Lists at least two disadvantages or limitations of an on-line search.
3. Given a list of research problem statements chooses those best suited to a computerized literature search and states rationale for the choices.

APPENDIX IV

LIBRARY INSTRUCTION
STATISTICAL REPORT
1981-1982

TOTALS FOR ALL AREAS

Courses: 52
Sections: 75
Presentations: 88
Students: 1,634

LIBRARY INSTRUCTION

Summer Session, 1981

I. Humanities

Composition
- Courses: 2
- Sections: 2
- Presentations: 2
- Students: 44

Communication
- Courses: 1
- Sections: 1
- Presentations: 1
- Students: 8

Education:
- Courses: 3 (2 graduate)
- Sections: 3
- Presentations: 3
- Students: 52 (30 graduate)

II. Non-Humanities

Psychology
- Courses: 2
- Sections: 2
- Presentations: 2
- Students: 21

Sociology
- Courses: 1
- Sections: 1
- Presentations: 1
- Students: 6

Totals

- Courses: 9
- Sections: 9
- Presentations: 9
- Students: 131 (30 graduate)

LIBRARY INSTRUCTION
STATISTICAL REPORT
FALL QUARTER 1981

I. Humanities

Art:

Courses: 3
Sections: 3
Presentations: 3
Students: 75

Communications:

Courses: 1
Sections: 1
Presentations: 1
Students: 21

Composition:

Courses: 2
Sections: 4
Presentations: 7
Students: 91

Education:

Courses: 2 (1 graduate)
Sections: 5
Presentations: 5
Students: 123 (12 graduate)

Geography:

Courses: 1
Sections: 1
Presentations: 1
Students: 6

Music:

Courses: 1
Sections: 1
Presentations: 1
Students: 5

Political Science:

Courses: 1
Sections: 1
Presentations: 1
Students: 9

Sociology and Social Work:

Courses: 2
Sections: 2
Presentations: 2
Students: 35

II. NON HUMANITIES

Nursing

Courses: 3 (1 graduate)
Sections: 4
Presentations: 4
Students: 112 (58 graduate)

Physical Education:

Courses: 1
Sections: 1
Presentations: 1
Students: 18

Psychology:

Courses: 1
Sections: 1
Presentations: 1
Students: 47

TOTALS

Courses: 18
Sections: 24
Presentations: 27
Students: 542

LIBRARY INSTRUCTION
STATISTICAL REPORT
SPRING QUARTER 1982

I. Humanities

Communications:

Courses: 2
Sections: 2
Presentations: 2
Students: 34

Composition:

Courses: 2
Sections: 5
Presentations: 8
Students: 126

Education:

Courses: 2 (1 graduate)
Sections: 3
Presentations: 3
Students: 50 (25 graduate)

History:

Courses: 1
Sections: 1
Presentations: 1
Students: 7

Political Science:

Courses: 1
Sections: 1
Presentations: 1
Students: 11

Sociology and Social Work:

Courses: 1
Sections: 2
Presentations: 2
Students: 27

II. NON HUMANITIES

Business:

Courses: 2
Sections: 2
Presentations: 2
Students: 63

Engineering

Courses: 1
Sections: 2
Presentations: 2
Students: 73

Nursing:

Courses: 1
Sections: 1
Presentations: 1
Students: 38

Psychology:

Courses: 1
Sections: 1
Presentations: 1
Students: 38

TOTALS

Courses: 14
Sections: 20
Presentations: 23
Students: 467

BIBLIOGRAPHICAL INSTRUCTION

STATISTICAL REPORT

WINTER QUARTER 1980-1981

I. Humanities

Communications

Courses: 1
Sections: 1
Presentations: 1
StudentsL 21

Composition

Courses: 2
SectionsL 13
Presentations: 19
StudentsL 344

Education

Courses: 1 (graduate)
Sections: 1
Presentations: 1
Students: 18 (all graduate)

Para-legal

Courses: 1 (graduate)
Sections: 1
Presentations: 1 (handout only)
Students: 16

Philosophy and Religion

Courses: 1
Sections: 1
Presentations: 1
Students: 15 (handout only)

Political Science

Courses: 1
Sections: 1
Presentations: 1
Students: 11

Sociology

Courses: 1
Sections: 1
Presentations: 2
StudentsL 7

II. Non-Humanities

Biology

Courses: 1
Sections: 1
Presentations: 1 (handout only)
Students: 20

Physical Education

Courses: 1
Sections: 1
Presentations: 1
Students: 11

Psychology

Courses: 1
Sections: 1
Presentations: 1
Students: 31

Winter Quarter Totals, All Areas

Courses: 11
Sections: 22
Presentations: 29
Students: 494